



Garrett Academy of Technology

2731 Gordon Street
North Charleston, SC

Grades	9-12 High School	
Enrollment	771 Students	
Principal	David Parsons	843-745-7126
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	5	12	4	3

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	77.6	81.1	90.1	64.5	68.4	70.0
Passed 1 subtest (%)	15.8	16.3	8.4	16.1	17.6	16.2
Passed no subtests (%)	6.6	2.6	1.5	20.0	13.9	13.8

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	97.4%	91.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	142	146
Number of Diplomas	135	106
Rate	95.1%	72.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.2	62.4
English 1	59.8	48.7
Physical Science	34.0	33.0
All Tests	53.8	47.8

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=771)				
Retention rate	3.3%	Up from 3.2%	8.4%	6.1%
Attendance rate	95.8%	Up from 95.6%	94.5%	95.0%
Eligible for gifted and talented	12.4%	Up from 7.6%	5.9%	8.3%
With disabilities other than speech	6.3%	Down from 6.8%	14.3%	13.0%
Older than usual for grade	3.9%	Up from 3.0%	11.4%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	16.9%	Up from 13.2%	1.6%	1.5%
Enrolled in AP/IB programs	5.1%	Down from 6.4%	5.8%	11.4%
Successful on AP/IB exams	N/A	N/A	25.9%	54.3%
Eligible for LIFE Scholarship	24.8%	Up from 15.1%	25.5%	30.5%
Annual dropout rate	0.0%	No Change	3.6%	3.5%
Career/technology students in co-curricular organizations	16.2%	Up from 14.6%	5.3%	3.1%
Enrollment in career/technology courses	738	Up from 706	440	559
Students participating in work-based experiences	49.0%	Down from 59.0%	4.9%	10.6%
Career/technology students attaining technical skills	70.2%	Up from 62.7%	74.4%	79.6%
Career/technology completers placed	99.4%	Up from 98.8%	99.2%	98.5%
Teachers (n=66)				
Teachers with advanced degrees	56.1%	Up from 51.5%	50.0%	57.4%
Continuing contract teachers	74.2%	Down from 80.9%	56.6%	69.6%
Teachers with emergency or provisional certificates	14.8%	Down from 15.2%	14.8%	8.7%
Teachers returning from previous year	87.7%	Down from 89.6%	79.5%	85.0%
Teacher attendance rate	95.9%	Up from 95.7%	95.4%	95.4%
Average teacher salary	\$46,688	Up 7.7%	\$45,570	\$46,061
Professional development days/teacher	8.4 days	Down from 10.7 days	9.5 days	11.4 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	27.9 to 1	Up from 26.5 to 1	22.3 to 1	25.4 to 1
Prime instructional time	90.6%	Up from 90.4%	88.9%	89.1%
Dollars spent per pupil*	\$9,463	Up 0.9%	\$8,465	\$7,279
Percent of expenditures for teacher salaries*	59.7%	Up from 58.7%	53.3%	55.3%
Percent of expenditures for instruction*	66.2%	Up from 66.0%	59.6%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	92.4%	Up from 63.4%	86.4%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Below Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	152	97.4%	665	53.8%	142	95.1%	Yes
Gender							
Male	61	98.4%	322	49.7%	56	91.1%	N/A
Female	91	96.7%	343	57.7%	86	97.7%	N/A
Racial/Ethnic Group							
White	N/A	N/A	12	66.7%	N/A	N/A	N/A
African American	142	97.9%	644	53.6%	133	95.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	12	66.7%	50	38.0%	13	92.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	106	97.2%	500	52.6%	101	94.1%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

Garrett Academy of Technology is a comprehensive, magnet high school devoted to rigorous and relevant instruction in both academic and technical courses of study. Students select Applied, College Prep, Honors, or AP classes, as well as one of eighteen Career and Technology majors. Students and their parents develop an Individual Graduation Plan with guidance to align all of their courses with their career pathways.

The CCSD Coherent Curriculum guides the academic curriculum in a number of core classes. Teachers work together in departments to make sure instruction is geared toward meeting state standards. The ongoing challenge is the continual raising of standards to meet federal goals for Adequate Yearly Progress. Teachers meet in instructional clusters to plan interdisciplinary lessons to help students relate academic lessons to real world experiences. Students participate in School-to-Career shadowing and co-op placements, providing hands-on work experiences in their chosen fields.

Academic assistance programs are available to provide extra help for students who are less than prepared for the rigor of high school. Students testing Below Basic on PACT and HSAP are scheduled into Essentials of Math and Reading classes to provide extra support in basic skills. Students can receive individual academic assistance in core academic subjects through the daily Homework Center.

Active parent involvement is the essential element in reinforcing expectations for appropriate behavior. A Progressive Discipline Policy is in place to deal with discipline issues in a firm, fair, and consistent manner. Students meet weekly in Advisory Teams to work on character development and social skills. Guidance counselors and a Student Concern Specialist are available to help students resolve conflicts constructively and to plan special programs to appeal to needs of teenagers. Additional efforts are being planned to reinforce and reward positive behaviors.

The school has strong business and industry support through eighteen Business Advisory Committees and Business Partners' participation in the School Improvement Council. Students can gain professional development through student organizations, such as Student Council, National Honor Society, National Technical Honor Society, Mayor's Youth Leadership Commission, and Youth Court. Many students compete at the regional, state, and national level through membership in SkillsUSA, DECA, HOSA and ProStart.

Garrett Academy is SACS-AdvancEd accredited. The school participates in the High-Schools-That-Work network, a school improvement model focusing on data analysis of student performance and evaluation of instructional practices. The School Improvement Council involves representatives from all stakeholders in ongoing efforts to revise school programs and increase student achievement. The Charleston Plan for Excellence will continue to guide us in improving education for all students.

David Parsons, Principal
Richard Slonim, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	139	106
Percent satisfied with learning environment	96.8%	72.7%	85.3%
Percent satisfied with social and physical environment	95.2%	69.1%	77.7%
Percent satisfied with school-home relations	88.9%	74.8%	76.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

- * Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	202	100	3.5	35.1	51.5	9.9	78.7	70.7	69.7	Yes	Yes
Male	96	100	4.2	45.8	43.8	6.3	75	66.6	64.6	N/A	N/A
Female	106	100	2.8	25.5	58.5	13.2	82.1	74.8	74.8	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	90.1	81.7	I/S	I/S
African American	184	100	3.3	37	51.6	8.2	77.7	54.7	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	16	100	25	50	25	0	43.8	26.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	150	100	2.7	40	49.3	8	78	52.3	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	202	100	7.9	43.6	40.1	8.4	67.8	66.9	67.2	Yes	Yes
Male	96	100	4.2	47.9	41.7	6.3	64.6	67.2	66.3	N/A	N/A
Female	106	100	11.3	39.6	38.7	10.4	70.8	66.7	68	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	88.6	79.6	I/S	I/S
African American	184	100	8.7	46.2	38	7.1	65.2	48.8	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	57.8	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	16	100	31.3	50	18.8	0	25	25.4	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	150	100	8	46.7	36	9.3	67.3	47.9	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	266	97.4	86.8	6.4	2.6	1.5	4.1	N/A	N/A	N/A	N/A
Male	124	98.4	89.5	4.8	2.4	1.6	I/S	N/A	N/A	N/A	N/A
Female	142	96.5	84.5	7.7	2.8	1.4	I/S	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	258	98.1	88.0	6.2	2.7	1.2	3.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	19	94.7	89.5	5.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	199	97.5	87.4	5.5	3.5	1.0	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	190	100.0	4.8	41.3	45.0	9.0	74.6	73.8	70.7
	2008	202	100	3.5	35.1	51.5	9.9	78.7	70.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	190	100.0	16.9	39.7	34.4	9.0	56.6	63.6	62.2
	2008	202	100	7.9	43.6	40.1	8.4	67.8	66.9	67.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample